Social Skills Among Visually Impaired Students Studying in Special and Integrated Schools

Dr. Raj Kumar[1]
Assistant Professor
Department of Education
Chaudhary Devi Lal University, Sirsa
Haryana

Mr. Sunil Kumar[2]
Research Scholar
Department of Education
Chaudhary Devi Lal University
Sirsa, Haryana,

Abstract
The prime objective of education may the children be average or exceptional- is to help them in developing their potentialities in the way that they could be responsible members of society. Society is the place of living and working with others who are very significant for individual's normal and healthy living. Society provide us the facilities to realize our selves, to give us this opportunities to get education , prepare for and enter an occupation to earn a satisfactory earning and have adequate social adjustment. But in case of visually impaired children fail to perform some visual activities related to daily life, Learning and expanding social skills which the average children can learn and perform quite ease. The development of socials constitutes a major area of child development. Social skills are specific behaviours, exhibited by children in free play and academic situation, which initiate or maintain social interaction with others. It is generally observed that student with visually impairment lack adequate social skills due to their limited interaction in a social environment. The main aim of this paper is to find out the social skills among visual impaired students studying in integrated and special schools selecting 80 students from 9th to 12th class.

Keywords: Social adjustment, visually impaired, social skills, Child development, Environment, Special schools, Integrated schools.

Introduction
The eye is a very important sensory organ, which accounts for a very large fraction of the total information's available to a person through his senses. Thus, lack of sight makes the individual aloof from the physical world. This sensory, social and physical isolation creates anxiety and adjustment problems in the personality of blind subjects in the society.

Though the government and many NGOs run institutes for the visually impaired children but in the age of science, this world is a place of competition and complexities. Individual with all the sense organs intact also have to face lot of problems of adjustment, which become hurdle in the achievement of their goals? This further creates shades of anxiety in them. The condition of the individual becomes more deplorable and serious when she/he suffers from visual impairment. Since, visually impaired children also have to live in society; it may affect their psychological processes. The researcher is interested in studying the adjustment and anxiety levels of visually impaired children, so that something would be done for their upliftment. The blind person wants to be treated like any other individual. Most blind people do not seek pity or even unnecessary help thought they may need assistance in some situations. Though, they appreciate the sensitivity of others but they want to be

reminded of their similarities rather than their differences. Visual impairment seems to evoke some awkwardness because blindness is symbols-white cane, darkened glass, a sighted guide.

The terms partially sighted, low vision, legally blind and totally blind are used in the educational context to describe students with visual impairment. Visual impairment is the consequence of a functional loss of vision rather than the eye order itself. Eye disorders which can lead to visual impairment can include retinal degeneration, albinism, cataract, glaucoma muscular problems that result in visual disturbance, corneal disorders, diabetic retinopathy, congenital, disorders, infections and so on.

The formal education of children with disabilities began in India in 1869 when Jane Leupot, with the support of the Church Missionary Society, started a school for "blind students" in Benares (Miles, 1997). Miles also reported that the first formal school for children with intellectual and physical disabilities was established in the eastern part of India in Kurseong in 1918. The education of children with disabilities in segregated settings continued well after India gained independence from Great Britain in 1947, with various non-government organizations assuming increasing responsibility for their education. By 1966 there were 115 schools for students with a visual impairment, 70 schools for students with a hearing impairment, 25 schools for students with an orthopaedic disability and 27 schools for students with an intellectual disability (Aggarwal, 1994). According to Pandey & Advani (1997), by 1991 there were about 1,200 special schools for students with various types of disabilities in India.

One of the major initiatives from the Government of India to promote "integrated education" is the program of Integrated Education of Disabled Children (IEDC). In 1974, the Ministry of Welfare, Central Government of India, initiated the IEDC program to promote the integration of students with mild to moderate disabilities into regular schools. The program was also designed to promote the retention of children with disabilities in the regular school system. Children were to be provided with financial support for books, stationery, school uniforms, transportation, special equipment and aids. The state governments were provided with 50 percent of the financial assistance to implement this program in regular schools. However, the program met with little success. Rane (1983), in his evaluation of this program in the State of Maharashtra, reported that (a) the non-availability of trained and experienced teachers, (b) lack of orientation among regular school staff about the problems of disabled children and their educational needs, and (c) the non-availability of equipment and educational materials were major factors in the failure of the program. Also, a lack of coordination among the various departments to implement the scheme was another major factor in the failure of the IEDC plan (Azad, 1996; Pandey & Advani, 1997). Mani (1988) reported that by 1979-80, only 1,881 children from 81 schools all over the country had benefited from this program. Hintermair, Manfred.(2015) Executive function of school-aged children with visual impairments (that is, those who are blind or have low vision) is examined in the context of behavioral problems and communicative competence. Methods: Teachers assessed the executive function of a sample of 226 visually impaired students from mainstream schools and schools for students who are visually impaired, using a German version of the Behaviour Rating Inventory of Executive Function (BRIEF-D) and a questionnaire measuring communicative competence and behavioural problems (German version of the Strengths and Difficulties Questionnaire; SDQ-D). Results: The results showed highly significant differences in all domains of executive function: the visually impaired students consistently scored more poorly compared to a normative sample of sighted children, even when visually impaired students with additional disabilities were not taken into account. A regression analysis revealed the significance of executive function for behavioural problems among students with visual impairments. Discussion: The findings demonstrate that a wide range of executive function domains that are significant for socioemotional development are not sufficiently developed in many visually impaired students. This lack of development seems to be particularly true for students who attend special schools. Implications for Practitioners: In educational concepts for visually impaired students, a specific and early focus on competencies such as attention shifting and

emotional understanding seems to be necessary, especially in the context of inclusion. Moreover, reinforcing communicative competence might also enhance the development of executive function and help to reduce behavioural problems.

Special Education: As we emphasize on Education for All (EFA), the children with special needs are of great concern. These exceptional children are those who deviate from the normal children to such an extent that they require their full human potentials. The domain of education to satisfy their learning requirements is called "special education."Krik and Gallaher (1979) defined special educating as "those additional services, over and above the regular school programmes that are provided for exceptional children to assist in their development of their potentialities."

Integrated Education: It is for first time that education for the disabled has been recognized as human resonance development activity. It is definitely a qualitative departure from the earlier stance. The programme of Action (POA) for implication of NPE, 1986 envisages education of a sizeable number of the disabled in common with other children. The concept of integrated education for disabled is still varying recent in origin. Voluntary organizations are taking leading role for its successful implementation. The recent trend is not to place a disabled child in a special school. In integrated education, the handicapped child is enrolled in the regular class room and has the services not only of his/her regular teacher but also f a full time qualified teacher and the facilities of resource room.

Social Skills: The development of social skills constitutes a major area of child development. Deficits, delays or disturbance in social behaviours may either be the cause or consequence of development disabilities in toddlers and young children. They felt linguistic, pre academic/or academic failures distance them from their age peers in many social-play situations. It may be that their social social-play skills are deficient, thereby leading to non-acceptance by their peers, or it may be that other children are not accommodating to their vagaries in social situations. In any case, there is need for supervised social activities and superintended preparatory play for these children during their interaction with their peers. More often, such difficulties are multiplied by attitude malformations in caregivers rather than due to inherent impairment of these children.

Visual Impairment: The concept of visual impairment covers under the following terms.

Blind: Blind refer to a condition where a person suffers from any of the following condition namely:-
   (i)   Total absence of sight.
   (ii)   Visual acuity not acceding 6/60 or 20/200 (snellen) in the better eye with correcting lenses, or
   (iii)   Limitation of the field vision subtending an angle of degree or worse;

Low vision: It is defined as a child with impairment of visual functioning even after treatment as standard refractive correction but who uses or execution of task with appropriate assistive device.

Objectives of the Study
In the present study the main concentration on find out the social skills among visually impaired student's boys, girls, totally blind, partially sighted, adventitiously and congenital studying in special and integrated schools. The following were the objectives of the study:
- To compare the Social Skills among visually impaired students studying in special and integrated schools.

- To compare the social skills among boys and girls visually impaired students studying in special and integrated schools.
- To compare the social skills among totally blind and partial sighted students studying in special and integrated schools.

Hypotheses of the Study

Keeping in view the above objectives the following hypotheses were formulated for the present study:

- There is no significant difference in Social skills among student with visual impairment studying in integrating and special settings.
- There is no significant difference in social skills among boys and girls with visual impairment.
- There is no significant difference in social skills among total blind and partial sighted students studying in special and integrated schools.

Methodology

In the present study survey method was used. All visual impaired students from Haryana, Delhi and Chandigarh and out of them 80 visual impaired students belongs to integrated and special schools were selected randomly as a sample. The investigator visited the selected schools personally for the collection of data. The data were collected through tool of the Maston Evaluation of Social Skills with Youngsters by Dr. Sushma Sharma and collected data were analysed by applying mean, S.D. and t-test.

Analysis and Interpretation

Table-1: Difference in Social Skills among Students with Visually Impairment Studying in Integrated and Special Schools.

Group	N	Mean	S.D.	't'	Significance at 0.05 level
Special	40	108.7	33.8	2.03	Significant
Integrated	40	131.15	60.8		

The observed t-value between the two group is 2.03 which is significant at 0.05 level of significance. It suggests that there is a significant difference between the social skills in special schools students with visually impairment and integrated schools students with visually impairment. On the basis of above result it can be concluded that students belong to integrated school are found to be better in their social skills as compare to special school students with visually impairment.

Table-2: Difference in Social Skills among Boys and Girls Students with Visual Impairment.

Group	N	Mean	S.D.	't'	Significance at 0.05 level
Boys	40	123.45	24.5	1.52	Not significant
Girls	40	116.42	15.8		

The observed t-value for social skills is 1.52 which is not significant. So difference between social skills among boys and girls students with visual impairment is not significant.

Table-3: Difference in Social Skills among Total Blind and Partial Sighted Students Studying in Integrated and Special Schools.

Group		Mean	S.D.	't'	Significance at 0.05 level
Totally Blind	7	117.11	15.5	4.93	Significant
Partially Sighted	3	134.5	10.3		

The observed t-value between the two group is 4.93 which is significant at 0.05 level of significance. It suggests that there is a significant difference between the social skills among totally blind students and partially sighted students. On the basis of above result it can be concluded that partially sighted students found better than total blind with regard to social skills.

Main Findings
- Social skills among students studying in integrated schools were found more than students studying in special school.
- There was no significant difference in social skills among boys and girls students with visual impairment.
- Level of social skills among partially sighted was more than total blind students studying in integrated and special school.

Educational Implication
It has no meaning unless; it helps in the achievement of knowledge and improvement in the existing situations. Some implications of this study are given below:-
- From the forgoing findings, it is observed that there is a positive impact of integrated setting on the social skills of students with visual impairment.
- Partially sighted students should be encouraged to use their residual vision to the fullest extent which results in greater social skills.
- Teacher should create conducive environment better interaction opportunities, self confidence in visually impaired students in order to improve social skills.
- School administrators and policy makers should include co-curricular and extracurricular activities to create self confidence which leads to better adjustment.
- As observed by study effect of integrated setting on social skills is more so people should be encourage enrolling their children in integrated schools.
- It responsibilities comes to shoulder of teachers and schools administrator to give the admission to visually impaired students to their schools for better development.
- The study suggests that the interaction of visually impaired students with members, peers, sighted students should be strengthened and to improve their social skills.

Conclusion
The play mate's school or class mates influence the social skills of the child. He picks up the habits and social qualities of his companions. A good company helps him to look good qualities while a bad company provides all opportunities to supports him and turns him into anti-social personalities. On the credit side through peer group relationships and gang influence he learns to cooperated, to lead and follow to think for a common cause and to adjust in the challenging social situations. It includes the sense of loyalty sympathetic attitude and the willingness to obey the social rule and regulations. Parents, teachers and other responsible members of the society should remain very careful to see that the child gets an influence of the peer group and the gang in the form of an unsocial behaviour for development of evil social character should be chilled. The child should be accepted by his peer group, he should get proper environment and opportunities to mix with his present.

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